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17. ABSTRACT (MAX. 250 WORDS)

Emphasis was placed on strengthening instructional plans by development of special resource materials and encouragement of coordinators to consult more frequently with subject teachers to plan cooperatively for the progress of students. STEP remained effective in motivating students to continue their schooling to graduation, as well as in upgrading those students who leave before graduation so that they may be better prepared for the world of work. The budget was $65,745.98, well below the estimated $85,075.

Materials distributed during the year included: job orientation and guidance content outlines, job guides, civil service material, job referrals and placements, lesson planning and instruction, maps, cartoons, and economic graphs. The Advisory Council functions in an important consultant capacity.

Of 577 individuals enrolled, 28.4% were discharged, 36.4% resumed the regular program, 27.5% continued in the program, and 7.7% graduated. Of the discharged group, 57.3% were discharged for full-time employment. Over 80% of the total were employed in private industry.

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Board of Education of the City of New York
High School Division

Mary E. Meade — Assistant Superintendent

REPORT

S.T.E.P.

SCHOOL TO EMPLOYMENT PROGRAM

School Year: 1963 - 1964

Charles Savitzky
Coordinator, S.T.E.P.

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Paul Driscoll
Coordinator, Early School Leaver Programs

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SCHOOL TO EMPLOYMENT PROGRAM School Year: 1963 - 1964

S.T.E.P. (under joint sponsorship and sharing basis with the New York State Department of Education, Guidance) continued to be an effective program in motivating students to continue with their schooling, leading to graduation, as well as upgrading those students who leave before graduation so that they may be better prepared to enter the world of work.

As indicated below, S.T.E.P. units are located in all boroughs of the city and cover many varied socio-economic groups and areas.

HIGH SCHOOLS	BOROUGH	TEACHER-COORDINATOR
Boys'	Brooklyn	Max M. Scharf
Bushwick	Brooklyn	Norman Watnick
Christopher Columbus	Bronx	Harold Goldberg
DeWitt Clinton	Bronx	Henry Jacobsohn
Franklin K. Lane	Brooklyn	Josephine G. Salzberg (Mrs.)
Geo. Westinghouse Voc. & Tech.	Brooklyn	Richard Safran
George W. Wingate	Brooklyn	Jules Bloom
Haaren	Manhattan	Evelyn Parker (Mrs.)
High School of Commerce	Manhattan	Julian Tillson
Jamaica	Queens	Arnold Finke
John Jay	Brooklyn	Ann Bender (Mrs.)
Lafayette	Brooklyn	Guy Annunziata
Long Island City	Queens	Joseph Roth
Morris	Bronx	Jay Schindel
Port Richmond	Richmond	Milton Hochron
Sheepshead Bay	Brooklyn	Ann Turner (Mrs.)
Washington Irving	Manhattan	Josephine Tierney
William H. Taft	Bronx	Ronald Fisher
J.H.S. No. 133X - John Dwyer	Bronx	Raymond Mendelsohn
P.S. No. 621M	Manhattan	Queenabelle Turman (Mrs.)

Again, this year, the program ran successfully below its budget. The budget estimate for 1963-64 was $82,075.00; expenditures were $65,745.98. The saving factor was high placement in private industry -- very significantly, a feature of our viable operation.

Our success has prompted requests from other cities in the nation for information on which to model programs of their own; e.g. Provo, Utah; Santa Anna, California; Seewanhaka, Long Island. In addition, the New York State Department of Education (Guidance) will soon be issuing a handbook on S.T.E.P. and Job Orientation that incorporates a large segment of our materials and approaches; and for which the coordinator of the New York City S.T.E.P. Program acted as writing consultant.

SCHOOL TO EMPLOYMENT PROGRAM - School Year: 1963 - 1964

Writings on S.T.E.P. and related areas during the past school year were:[1]

Savitzky, Charles. "S.T.E.P., Program for Potential Dropouts." The Bulletin (National Association of Secondary School Principals), 47: 51-59, December, 1963.

_____ "Dropouts and Holding Power." The Clearing House, 38: 89-92, October, 1963.

_____ "The Dropout Problem in New York City: Fact and Fancy." High Points, 45: 11-18, October, 1963.

_____ "Social Theory Advances on the Disadvantaged." High Points, 46: 54-62, February, 1964.

The emphasis this year has been to strengthen the insructional phase by the development of special resource materials and to encourage coordinators to consult more frequently with other subject teachers to plan cooperatively for the progress of S.T.E.P. students. Curriculum Resource Materials (Plans, Worksheets, Units) for guidance of coordinators and implementation in the classroom distributed during the year were:

1. Job Orientation and Guidance Content Outline
2. Job Guide for Young Workers in New York City
   N.Y. State Departmdnt of Labor - Division of Employment, 1963

   Job Guide for Young Workers ... 1963-64 Edition
   U.S. Department of Labor - Bureau of Employment Security
3. Record-Keeping
4. Civil Service Materials

4A. Civil Service Materials (continued)

5. Upgrading S.T.E.P.

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[1] Background material for the Anti-Poverty Legislation included reference to S.T.E.P. and related programs. "... In preparing background material for legislation related to the pending poverty bill, I had occasion to present to a committee parts of your articles ... I also played up the varied approach to the problem ... as examples of the diversity of approaches and unique programs one school system has followed to combat the dropout problem ..."

Leonard M. Miller, Specialist
Counseling Techniques
Department of Health, Education, and

SCHOOL TO EMPLOYMENT PROGRAM - School Year: 1963 - 1964

(List of Curriculum Resource Materials - continued)

6. Job Referrals and Placements
7. Lesson Planning and Instruction
8. New York City Map - Lower Manhattan
9. Education and Employment
10. Cartoons
11. The Economic Picture of New York City - 1960, 1960-1970
12. Top Athletes Make A Plea
13. Speakers
14. Spelling Lists
15. The Armed Forces and Continued Schooling
16. Pamphlets
17. Selecting Students for S.T.E.P.
18. The Shorter Work Week - A Blessing?

The Advisory Council[2] functioned in an important consultant capacity. Mr. James Ogden, Manager, Sears Roebuck Company (Staten Island), Chairman, was most cooperative and helpful in cementing public relations. We were especially gratified to receive the assistance and advice of Mr. Nickolas Abondolo, Vice President of Amalgamated Meat Cutters and Retail Food Store Employees Union, Local 342 in contacts with employers and union locals and in arranging a loan of a cash register for the S.T.E.P. unit on Staten Island.

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[2]Alexander Altheim, Senior Manager, New York State Employment Service; Paul Driscoll, Principal, George W. Wingate High School; Lieutenant Harry Harwood, Office of the Deputy Commissioner in Charge of Youth Programs; Dr. Mary E. Meade, Assistant Superintendent, High School Division; Samuel Meyers, President, U.A.W. Union, Local 259, AFL-CIO; James Ogden, Manager, Sears Roebuck Company (Staten Island); Miss Rosalyn McDonald, Deputy Director in Charge of Research & Planning, New York State Division for Youth; Charles Savitzky, Coordinator, School to Employment Program; and Howard A. Swain, Executive Vice-President, Brooklyn Chamber of Commerce.

SCHOOL TO EMPLOYMENT PROGRAM - School Year: 1963 - 1964

The impact S.T.E.P. has on the development of positive attitudes by S.T.E.P. students, frustrated and failures at one stage, and its influence beyond the S.T.E.P. students to other members of the family are well illustrated in the following letters:

From a recent letter to Miss Tierney - Washington Irving High School:

"Thank you for everything that you have done for me. I shall never forget you. I wish that there was more I could say in appreciation to you. You have been the most wonderful and thoughtful teacher I have ever had. I hope that some day I may get a new job. I shall come to you and talk about how it comes along. I miss our class and the girls too. I wish we could all stay together. I have to go now. And thank you for everything. I want to wish you the best in everything.

Your former student,
Christine Kowalczyk

P.S. I am sorry for all the trouble I gave you."

From a letter to Mr. Annunziata - Lafayette High School:

"Dear Mr. Annunziata:

I am glad to be given the opportunity of personally thanking you not only for your helping me scholastic-wise, but for also having a deep, sincere interest in my brother's well being.

My brother is slowly becoming aware of himself maturing. It is a crucial period of trial and error for him which must often be met with a great deal of patience and endurance by both he and my family. But there are times when things go wrong, when these virtues give way, and it is during these trying times that you are always ready to assist in any way possible. It is at this moment now that I'd like to show my gratitude in thanking you again.

Sincerely,

Nancy Ruopoli"

From a letter to Mrs. Turner - Sheepshead Bay High School:

"Dear Mrs. Turner:

... The reason for this letter is to tell you how grateful my husband and I are for all you have done to help our son, Brian, make up his mind about his future... I enjoyed all summer long, buying clothes and things he needed to take to college... Brian teased me about crying, he said I was too sentimental... Thanks to you, our son will have a better future ahead of him. A boy needs a good education

SCHOOL TO EMPLOYMENT PROGRAM - School Year: 1963 - 1964

From a letter to Mrs. Turner (continued)

to get along in this world. He said he was going to keep in touch with you as much as he can; he said he'd never forget how you helped him... he will do his best to make you proud... May God keep you well so you may help other children on the right road to the future and success. I only hope and pray you will still be there when Brian's sister Debra goes to high school... When our son writes to you, please keep encouraging him to study hard...
...from two grateful parents.

Sincerely,

Dorothy Siegel"

From a letter to Mr. Hochron - Port Richmond High School:

"Dear Mr. Hochron:

... I've been kept busy with my schooling. I wish I could tell you about my training but all of it is classified...

How's the program coming along? I've done a lot of talking about it to the guys up here and they're all pretty envious about it. If you ever need a promoter for the program, let me know. I know, it helped me a heck of a lot and I'm still proud to have been in it. It really helped me to wake up and realize what life's all about! I don't think anyone will ever really know how happy and proud I was... when Mr. Tague handed me that diploma. I know that was the biggest day of my life so far. I don't know what the future will be like for me but I do know that I'll never be able to forget the Work Experience Program or you or Mrs. Van Horn for the help you gave to me. I know it's not enough to just say 'thank you' but it's all I can really do right now ...

Mac
Private Marvin M. McAdams"

SCHOOL TO EMPLOYMENT PROGRAM - School Year: 1963 - 1964

From letters to Mrs. Bender - John Jay High School:

"Dear Mom:

... I've been quite busy with work, but that's no excuse for not writing to the greatest teacher and person I know ... You know, and, you never know how good something is until you lose it. That's the way I feel about 6-61 ... you and 6-61 are the best things that ever happened to education since books...

"Sharpie" of 6-61 (S.T.E.P.)"

"Dear Mrs. Bender:

.....

I wouldn't mind if you read this letter to your class; as a matter of fact, I wish you would. You always try to talk your boys into straightening out and flying right, so they're hearing it from one of the boys who straightened out and flew right. Say 'hello' to everyone for me. I'll expect an answering letter soon.

With respect,

Mike Cuomo (QMSN, USS Bordelon)

P.S. My kid brother Louis is transferring to John Jay and I told him to see you about preparing for a course. Hope you don't mind. He's not sure what he wants. I'd appreciate it if you would help him."

SCHOOL TO EMPLOYMENT PROGRAM - School Year: 1963 - 1964

Statistical Data

Categories & Percentages

The percentage distribution of 577 individual students enrolled in S.T.E.P. during the year was the following:

28.4% discharged
36.4% resumed regular program
27.5% continued on program
7.7% graduated

The greatest percentage change -- as compared to school year 1962-63 -- was the percentage increase from 1.5% to 7.7% for graduation (although 'Graduated' included junior high school graduates, the percentage increase excluding the junior high school and P.S. 621 -- as noted in the table that follows -- would still be significant).

Refining the figures to exclude the junior high school and '600' school (different student populations and employment potential because of age), the percentages for high schools distribute in the following manner:

26.4% discharged
39.7% resumed regular program
28.3% continued on program
5.6% graduated

Discharges

57.3% of the "discharged" group was for "Full Time Employment" and 10.3% for "Over 17"; other discharges were distributed among such classifications as "Armed Services," "Left City," "Training Institutions," "Deceased," "Hospitalized," and "Married."

The most heartening developments in statistical data this year were:

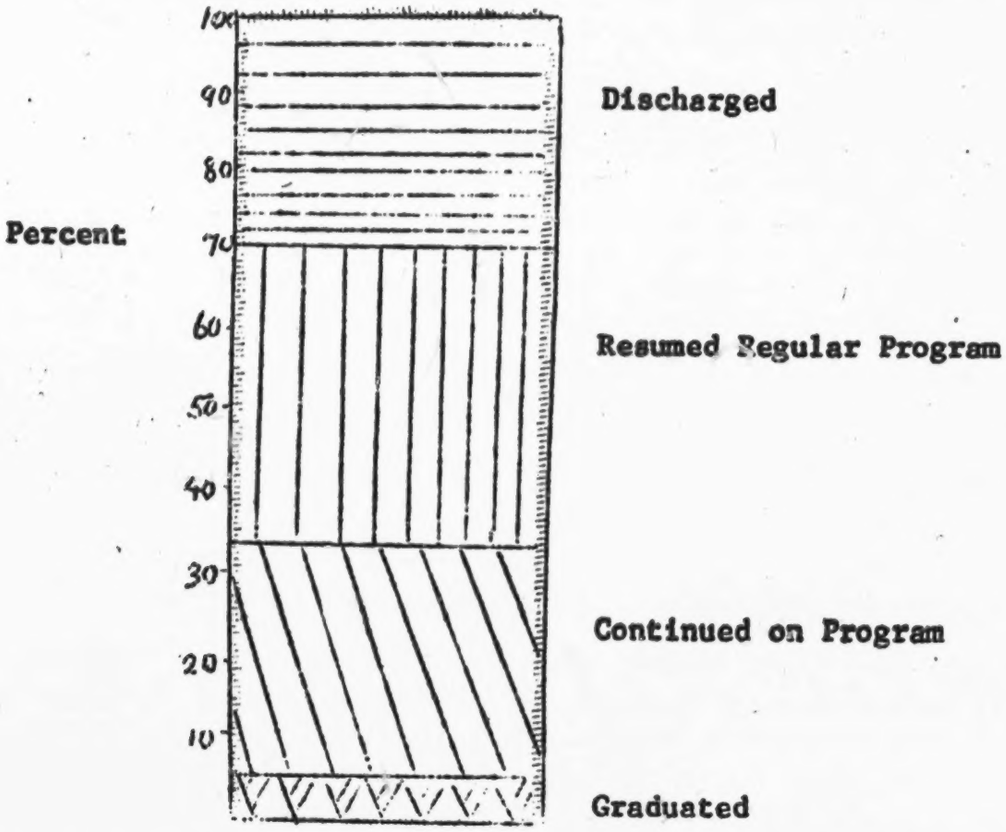
1. Increases in number of graduates.

2. Six of the graduates were admitted to Community College.

3. Of the discharges, 15.3% (25) continued with their education by attending evening school or private trade school.

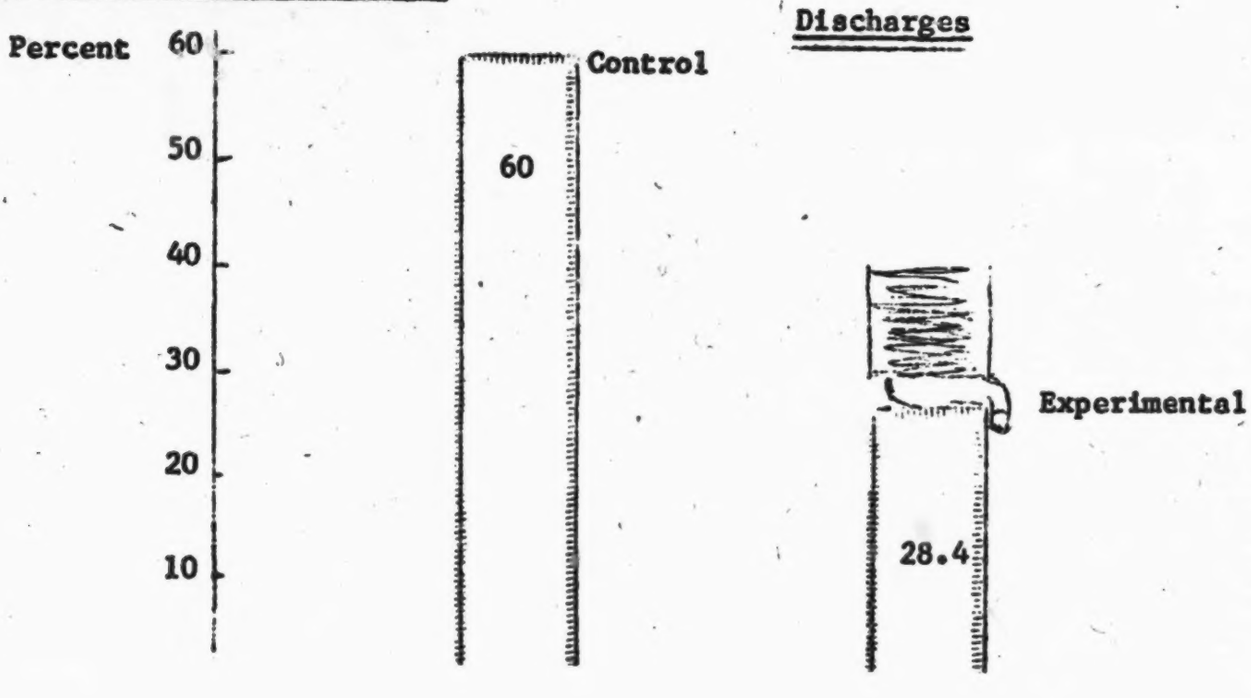
SCHOOL TO EMPLOYMENT PROGRAM - School Year: 1963 - 1964

Categories & Disposition



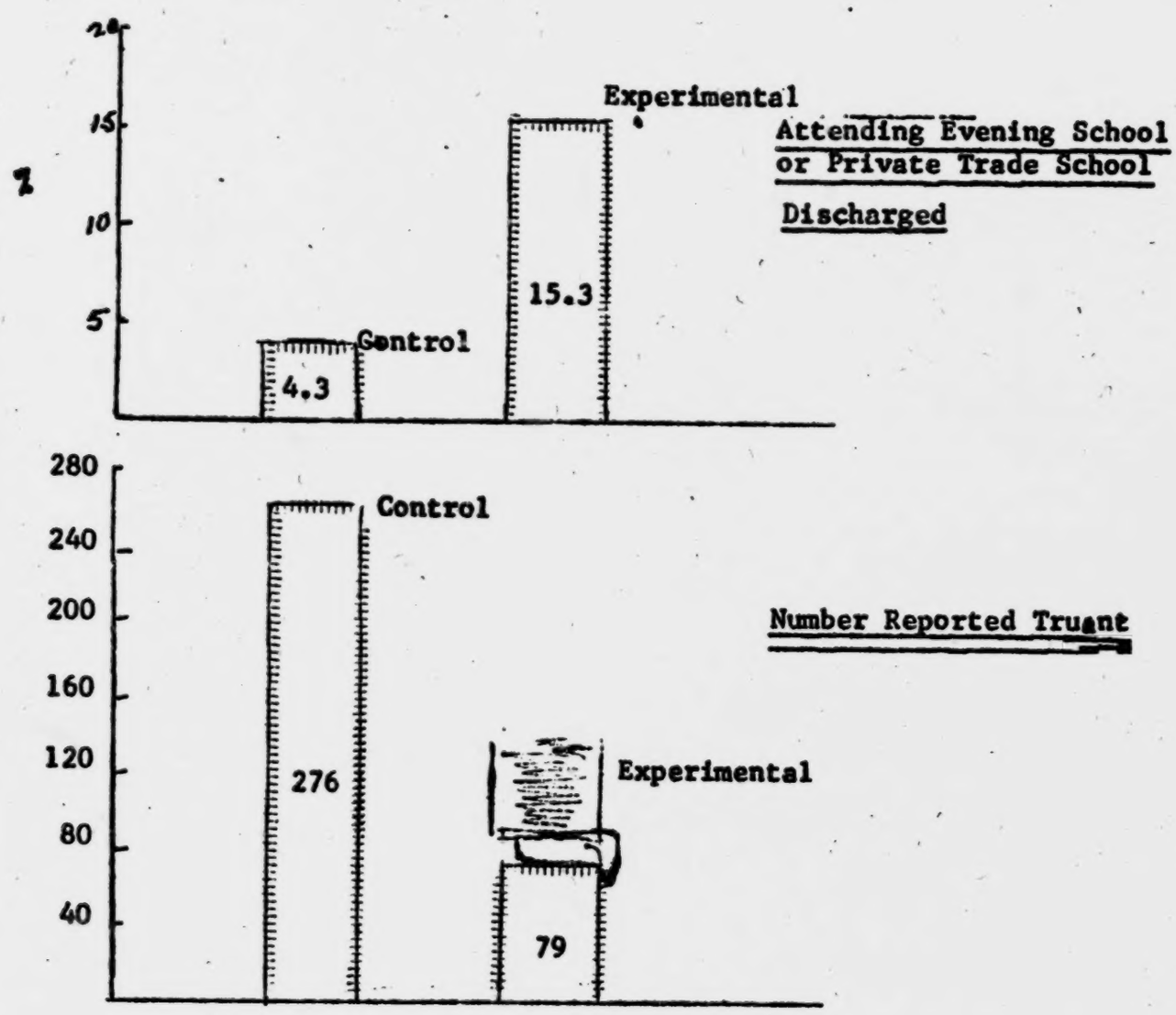
(Although over 35% "returned to regular program," it should not be interpreted as conclusive evidence that all these students will continue their education and graduate or make complete adjustment to the regular track; but, when viewed in the context of comparative statistical data for control and experimental groups ("discharged" and "truancy," for example), coupled with increase in number of graduates and college acceptances, and 15.3% of the discharges continuing their education, the direction and potential for positive growth becomes clear and significant).

Comparison With Control Groups



SCHOOL TO EMPLOYMENT PROGRAM - School Year: 1963 - 1964

Comparison With Control Groups (continued)



Schools reporting 90% attendance or higher: Port Richmond, Sheepshead Bay, John Jay, Long Island City

Schools reporting 85-90%: Haaren, Morris, Washington Irving, J.H.S. 133X

Work Record

Over 80% of S.T.E.P. students were employed in private industry. Schools with placement of 90% or higher were: Lafayette, Haaren, Sheepshead Bay, John Jay, Port Richmond, Long Island City, High School of Commerce, and Jamaica.

Although S.T.E.P. operates most effectively when the realistic and challenging situation of private employment is present, efforts to strengthen the stipend program have been successful. Examples of letters attesting to its worth are:

SCHOOL TO EMPLOYMENT PROGRAM - School Year: 1963 - 1964

Work Record (continued)

Letters to Miss Tierney - Washington Irving High School

"Dear Miss Tierney,

June 5, 1964

At this time I want to thank you for the wonderful opportunity I have had in working with the girls involved under S.T.E.P. at P.S. 19.

We have mutually benefited from this program in many ways. This experience has afforded the girls the opportunity to work with children of varied ethnic backgrounds. This appeared to be good training in bringing about confidence and an interest within themselves in terms of leadership.

Under my direction, the girls derived great personal satisfaction in working and sharing with small groups of children. They have since learned to assert themselves and a more positive self image has been established. One girl whose name is Carmen Ortiz, was so inspired with her work in the art room that she said she would like to become a teacher some day. I was most pleased to hear that she developed an incentive for continuing to go to school. Perhaps her contact with me in the art room has sparked an academic career for her instead of a possible drop out.

The girls have developed a sense of orderliness and cleanliness. Their good manners and good taste are reflected in their personal appearance.

I think the S.T.E.P. program is a wonderful idea. My colleagues and I are most enthusiastic about the program. We feel that these students assigned to an art quota teacher proves to be mutually advantageous. Would it be possible to forward this letter to the person in charge of this program at the Board of Education so that it may be continued and possibly expanded in the future?

With every good wish, I am

Sincerely,
Ann Friedenberg
(art quota teacher)
P.S. 19, Manhattan"

"Dear Miss Tierney:

June 5, 1964

During the period of October 2, 1963 to the present, Miss Theresa Saporito has worked at P.S. 122 from 12:30 to 3:30 P.M. of each school day.

I wish to pay tribute to the training she has received from you, her teacher, inasmuch as she has shown herself to be a competent, conscientious and dedicated office assistant.

SCHOOL TO EMPLOYMENT PROGRAM - School Year: 1963 - 1964

Letters to Miss Tierney (continued)

Miss Saporito's work has consisted of such activities as:

Typing	Clipping & Pasting	Rexographing
Filing	Mailing	Library Aid
Alphabetizing	Dusting Office	Unpacking supplies
Counting Books	Messenger	

Assembling rexographed materials

Her relations with adults and children are excellent. She is unobtrusive and courteous and with the additional needed skills in typing and stenography could become a top level secretary in a few years.

Miss Saporito has endeared herself to the entire school and we shall miss her when the year is up.

With best wishes for a happy summer,

Sincerely yours,
Lillian Goldman
Principal
P.S. 122, Manhattan"

The Livingston School, P.S. 621M

The Livingston School occupies a special position in S.T.E.P. as an effort to discover what value it may have for maladjusted, acting-out students who, it was found necessary, had to be grouped in a setting (and school) of their own. A follow up and survey (dated May, 1964) made by the school showed that:

"A total of 40 girls entered the S.T.E.P. Program during the period between November, 1962 and February, 1964. Of this total, 9 girls are still in the program. Thus, 31 girls have left the program and were discharged from school.

1. 23% were returned to high school. With the exception of one, all did very well.
2. 13% were married and are housewives.
3. 39% are seeking employment.
4. 6% have been admitted to mental hospitals.
5. 13% are successfully employed.
6. 6% were in Project III.

SCHOOL TO EMPLOYMENT PROGRAM - School Year: 1963 - 1964

The Livingston School, P.S. 621M (continued)

"The results point to the following conclusions:

1. S.T.E.P. Program is evidently successful.

2. If the school program meets the needs of pupils, the pupils will not drop out of school. No one in this program left school before 17. Many girls remained and continued to remain until the age of 18 and 19. The fact is this: girls want to go to school as long as they are learning and as long as the learning experience is one of prestige.

3. Of the total number of Livingston School girls who were returned to the regular schools, over 90% come from the S.T.E.P. Program. Thus, girls in the S.T.E.P. Program, by the very nature of their work assignments were extremely motivated to return to regular school. The implication to the entire school system is tremendous.

4. As a note of interest, the average percentage of attendance for girls in S.T.E.P. Program is 83%. The average percentage of attendance for the entire school is 70%.

NOTE:
It must be remembered that the girls at the Livingston School are among the most troubled in New York City. They certainly have proved one thing: They were unmanageable in the regular schools. If these most gratifying results can be accomplished with this most difficult group under the economy budgets we have for training and school facilities, what could not be accomplished if we had sufficient supplies, equipment and personnel."

Letter to Mrs. Q. Turman - The Livingston School, P.S. 621M

"Dear Mrs. Turman: Re: Valerie Allen, S.T.E.P. Program

Valerie is the most receptive student we have had through this program. She has an excellent memory and wants to do a good job. It is certainly rewarding to observe her constant growth.

We understand that she plans to take stenography so that she can take the test for School Secretary. It should be stressed to her that much of the work a school secretary does is pure dull "drudgery" and there is no substitute for the constant patient checking we must do to maintain accurate records. This is a discipline which will probably come with practice.

The best recommendation we can give is this: Please send someone like Valerie next year.

Sincerely yours,
Gloria Reeder
Secretary
Margaret Weeks
Secretary
New P.S. 20, Manhattan"

SCHOOL TO ENPLOYMENT PROGRAM - School Year: 1963 - 1964

Work Record (continued)

In both private industry placements and stipend assignments the learning and upgrading were not only in work habits but also in useful, specific skills -- aided appreciably by the strong, supportive action -- instruction and guidance -- of the school coordinators.

J.H.S. 133X has shown special progress in establishing links with instruction and stipend assignments. In addition, the stipend assignments have been very valuable training periods for short-term placement (e.g. Christmas periods) in private industry, in spite of handicaps due to competition from older students; their performances at these jobs have been of high calibre.

Excerpts - Observations from Reports by Schools

Excerpts and sections from detailed reports on observations and comments by coordinators are presented here as representative of S.T.E.P. in operation. It should be evaluated in conjunction with the statistical material preceding this section as an over-all picture.

Livingston School, P.S. 621M - Mrs. Queenabelle Turman

"... This year, the age group was younger (15-17) and required much more close supervision and counseling than did the 16-18 year group the program had last year... More girls in this program work toward returning to regular school and more make the grade. The first year of the program, 5 girls returned to regular high school. This year, 7 will return, and one big factor is the awareness of the need for at least a high school education that is brought about by the girls' contacts through their work experience."

Haaren High School - Mrs. Evelyn Parker

"J.C. came to the program in February with a record of total non-achievement (failed all subjects and though absent only 13 days received marks of 0-abs. in all classes). He had a hearty dislike of school and felt he could never accomplish as much as his twin sister who had the potential and plans for college. Although his sister and mother wished to help him he felt he could never learn to read well enough to succeed. At the end of this term J.C. passed all 5 subjects, plans to go to summer school, and volunteered to come in during regents week to help me and his English teacher. Now that he has found teachers will help him and pass him, he is eager to come.

"J.H. came to the program a confirmed truant and scholastic failure, retarded in academic skills and exceedingly obese. He was given a job in which his size was an asset and which eventually became a source of pride (his superior physical strength). He now comes to school regularly, boasts of his "superior mental capacity" (he is shocked at his own progress), has been promoted and expects to graduate next year."

SCHOOL TO EMPLOYMENT PROGRAM - School Year: 1963 - 1964

Haaren High School (continued)

"V.V., a small, nervous student who looks sickly has not made phenomenal progress. Much of his money is used to help his family rather than to buy clothes. His attention span used to be so short that he could not do any schoolwork for any length of time. His observation of other boys in the class who were more lacking in ability than himself has caused him to give more attention to his own studies in anticipation of passing. He passed 3 subjects this term. I'm almost sure that he will do even better with the class next term."

J.H.S. 133X, John Dwyer - Raymond Mendelsohn

"This has been the first year that private employment positions were obtained for our S.T.E.P. girls. It will make next year's task easier because a 'wedge' has been opened. The girls who worked for private concerns this year, convinced the employers that they can handle the job if given a chance.

Typing was added to the pupils' programs this year and it proved quite successful.

Unfortunately, there are so many programs similar to S.T.E.P., trying to do something for the potential drop-out, that they are getting into competition with one another for jobs. It makes our job that much more difficult and only serves to confuse the employer who is approached from many directions.

Mr. Savitzky's cooperation with materials and advice has been invaluable."

Lafayette High School - Guy Annunziata

"I found that S.T.E.P. has elevated its position at Lafayette to the point that it has become a "save all" in the opinion of the principal and most of the faculty. I feel that this progress is due to an increase in my personal contacts with the parents, the talk to the faculty, which has promoted a better understanding of the situations involved in many cases, and the satisfied employers of the neighborhood business institutions.

My lessons have been more successful this year because I have brought my personal experiences, from job visits the day before, into the lesson the next day."

Sheepshead Bay High School - Mrs. Ann Turner

A complete picture of the success of S.T.E.P. at Sheepshead Bay will be presented later this year in a transcription of taped interviews with students at this school in June, 1964, and entitled "SOMEONE CARES ..."

SCHOOL TO EMPLOYMENT PROGRAM - School Year: 1963 -1964

Sheepshead Bay High School (continued)

Some of the changes in students' achievements noted by the coordinator are:

"J.S. Changed for the better -- from 37 days absence and a truant, in S.T.E.P. was absent 10 days (measles) and no truancy. From a record of 6 failures in major subjects, in S.T.E.P. passed 10 majors."

"B.S. Changed for the better, from 42 days absence, now in S.T.E.P. Was absent 3 days and passed all majors."

"V.C. From 40 days absence, in S.T.E.P. absent 2 days and passed all majors and won gymnastic award."

"P.G. Admitted to the New York City Community College. After he entered S.T.E.P., we realized that by programming him for 11 majors, he could graduate in June. He never thought of entering college until he was in S.T.E.P."

"J.DeN. Failed all majors previous to S.T.E.P. - passed 11 majors in S.T.E.P. and found an interest in art. Was programmed in the middle of the term for art and now he will apply to the New York City Community College when he is a senior and in the meantime will be programmed for two art classes next term."

Morris High School - Jay Schindel

Observations on operation and progress of program:

"1. The faculty has been more receptive to the program and its goals. Meeting with faculty members, guidance counselors and chairman helped make this possible. A closer relationship is going to be attempted in the new term.

2. The advantage in using former S.T.E.P. members and dropouts to talk to the class: their words were closer to the atudents' ears.

3. Last year's program was slightly different from this term's in curriculum and program time. This was due to the school's change of schedule. More business subjects were stressed this term.

4. Boys talked to in-service course of guidance counselors; also on WNYE Radio."

"R.B. Prior to S.T.E.P., student was a truant and cutter. He could not get along with any of his teachers and was going to give up school and try to gain employment. Since S.T.E.P., he has not failed any subjects and in one full year has only 4 absences."

"C.M. Also truant and cutter. When first came to S.T.E.P., could not be relied on for any job. After a while he settled down and worked steadily. His school work also improved. He went from 40 absences one term to 100% attendance."

SCHOOL TO EMPLOYMENT PROGRAM - School Year: 1963 - 1964

Morris High School (continued)

"A.M. Tony's brother was a dropout from Morris and he was following in his brother's footsteps. I knew his brother and I knew Tony prior to S.T.E.P. He works steadily and well and will go on to graduate, I am sure."

"R.M. For one term he did beautifully but in the last part of his second term three deaths in his immediate family and a very sick mother upset him. He never reverted to his 95 days of absence prior to S.T.E.P. but did present a problem."

John Jay High School - Mrs. Ann Bender

"Generally speaking, the operation and the progress of the program was similar to last year with the following exceptions:

1. Attendance percentage was slightly improved this year.
2. The majority of medium- and large-sized business firms required pre-employment tests of all part-time applicants whereas last year they did not. Several S.T.E.P. students were unable to obtain employment in these firms as they could not answer the minimum number of questions correctly within the time allotment. As a result, similar tests were obtained, duplicated, and given to the students. Civil Service materials supplied by Mr. Savitzky were also a great aid. A stop-watch was used to simulate the test situation.
3. Several students enrolled in S.T.E.P. were also Project Able's students. During the year, the coordinator and social worker of Project Able and the coordinator of S.T.E.P. conferred frequently. However, the responsibilities and problems of attendance, job referrals, contacts with parents, teachers, etc. was that of the S.T.E.P. coordinator...
4. This year other programs (projects) were introduced in our school which made and will continue to make recruiting of students for the S.T.E.P. program more difficult."

"A.B. Prior to S.T.E.P., student's record of cutting classes and disciplinary infractions were numerous. While in S.T.E.P., student passed all of his subjects, did not cut, and did not receive any disciplinary cards from his teachers. He expects to graduate in 1965. To quote him, 'If it weren't for S.T.E.P., I wouldn't be in school or looking forward to graduation.'"

"K.B. Last year the student, a bright youngster, felt he was an academic failure. While in S.T.E.P., he passed all of his subjects and his work experience record was excellent. Student decided to resume regular college-preparatory program and hopes to continue his education after graduation."

SCHOOL TO EMPLOYMENT PROGRAM - School Year: 1963 - 1964

John Jay High School (continued)

"T.C. Formerly a truant who wanted to drop out of school. Parents indifferent and uncooperative. His standardized test scores are above average, but performance in his subjects not up to capacity. Attendance vastly improved while in program and passed the majority of his subjects. Work record - very good. Will resume regular school program in September and try to maintain this present part-time job."

"E.D. A bright, but very excitable teen-ager. Shows resentment towards authority as evidenced by school discipline and police records. While in S.T.E.P. he learned how to control his volatile temper, but only passed two subjects because he did not do the work expected of him. Work-experience record rated average by employer. Will resume regular school program in September, but doubt that he will graduate because of his poor attitude.

"V.G. Previous school failures because of excessive cutting. To quote student, "I passed more subjects during my year in this program than the total passed in my two previous years of high school." Ratings by employers were superior. Student will resume regular school program in September and continue working in his present part-time job. After graduation he expects to enroll in an automotive trade school."

"E.M. Prior to entering program, student was a truant. While in program, his attendance and grades showed marked improvement. Work-experience record rated very good by employer. Family moved to Nassau County, New York. A few months after the family left the city, parent phoned the teacher-coordinator to inquire if it were possible to have student readmitted to program and live in city with a relative as student was unhappy and failing his subjects in the suburban school. The answer was in the negative and the student probably will not complete his high school education."

Washington Irving High School - Miss Josephine Tierney

"The most important development in 1963-64 was the successful placement of some students in private industry on a part-time basis. At least one third of the class each term worked a 20 hour period at the prevailing wage rate ($1.25-2.00 per hour).

Thus far, the employers were more enthusiastic and encouraging about the cooperative attitude and pleasing job performance of these beginning workers as shown by the job ratings and weekly attendance reports.

As to the students in stipend positions, they also maintained a steady rate of progress with a few exceptions. In fact it was impossible to fill the quota for office aides requested by local elementary schools and other public offices.

Some new approaches in job orientation this year were the practice of calling on:1) outside speakers, such as personnel representatives from large concerns and the Social Security Board, 2) some Department

SCHOOL TO EMPLOYMENT PROGRAM - School Year: 1963 -1964

Washington Irving High School (continued)

Chairmen in the school, 3) former S.T.E.P. students to return to the class to speak about the valuable training they had received in the S.T.E.P. program and the realization of the importance of their high school diploma. All these speakers emphasize the minimum requirements for full-time jobs, the attitude of rejection of drop-outs for such positions and the proper techniques of getting and holding a job. Another new approach was the recent tour of the Long Lines Department of the American Telephone and Telegraph Company on May 14th. The girls were very impressed by the friendly cooperative attitude of both management and workers, and were most interested in obtaining jobs in this department of the company."

"Of the 37 students in the S.T.E.P. program this year, five achieved outstanding improvement in scholastic ratings, attendance, punctuality and job performance.

"In the case of V.E. and P.R. who returned to the regular course in February, 1964, both passed 4 major subjects, improved in their attendance records and succeeded in obtaining and holding a part-time job as a stock clerk in Ohrbach's.

"D.G., M.N., G.R., T.S., G.S. and L.L. all showed remarkable improvement in reading comprehension, vocabulary and composition work. In addition, several of these girls had perfect punctuality records in school and on the job.

"On the other hand, several students, such as A.B., K.J., T.E., and L.S., were returned to the regular course because of inability to conform to the policies and objectives of the program.

"One or two others had difficulty in curbing lateness especially in school. This required strong measures as the part of the coordinator, attendance office and deans to impress the parents of the necessity of cooperation with the school in such matters.

"On the whole the overall picture for 63-64 was more encouraging than the previous year due to the improvement in school grades and the limited success in placements in private industries."

Port Richmond High School - Milton Hochron

"I believe it is important to note that I find the overall results improving as the years go on.

"Re: The Operation - The mechanics are well developed -- selection, retention is good. Cooperation and relationship with administration is good. The response from both students and parents is excellent. Our program is regarded as a privilege, not a step down. Cooperation with industry is still very good. As the Island grows, this aspect should improve and get better. We are finely integrated in the school structure and have a true sense of belonging. Our service is sought after by more parents and students than we can accommodate.

SCHOOL TO EMPLOYMENT PROGRAM - School Year: 1963 - 1964

Port Richmond High School (continued)

"Re: New Approaches - Our course of study is interesting and meaningful. We use a flexible approach which closely ties in with the work-experience aspect of our program.

"Re: Comparison with Last Year - The high level of performance for last year's group will be matched this year. There is always room for improvement and we keep trying to raise our goals."

Observations on S.T.E.P. students:

"N.P. Absent 40 days prior to S.T.E.P., behavior problem and an academic failure. Now an outstanding young man, well liked and well behaved. Will definitely graduate from summer school. He passed all subjects this past year, absent about 6 days for year. Successfully employed, made an excellent record."

"L.C. A deprived child from a foster home, now is very well adjusted -- never passed all his subjects before -- will have passed 10 major subjects this year. Work record is good. Seaman's Institute wishes our service extended to more of their charges."

"J.L. Record of truancy and robbery, already a dropout when we met. Passing all subjects, seldom, if ever, absent. Doing exceptionally well at his job in the Staten Island Hospital."

"A.D. Has held his job under a most difficult manager. His school work is now good. He should graduate in January, 1965."

"W.M. An explosive young man who in this past year has passed all his subjects and has also advanced in salary and position in his job at Sears."

"P.M. We met when he dropped out, ready to leave school building. Record at school was terrible. Now, he is never absent, earning and doing well at his job (sales - fish department in supermarket). Possible anticipated graduation in January, 1965."

Boys' High School - Max M. Scharf

Observations on operation and progress of program:

"At the end of our first year of S.T.E.P., the faculty generally agree that:

1. S.T.E.P. fills a real need at the school
   (a) for the student who has slid into a failure pattern,
   (b) for the student who "dislikes" school and is not ready for full employment,
   (c) for the academic failure who wants to ease into the slower track,
   (d) for the court case returned to school in mid-term; S.T.E.P. for reorientation,
   (e) for the student in dire need of the income from employment.

SCHOOL TO EMPLOYMENT PROGRAM - School Year: 1963 - 1964

Boys' High School (continued)

2. S.T.E.P. has been a boon to employers for whom our students have worked.
   (a) Employers have shown faith in our recommendations.
   (b) Employers have considered the S.T.E.P. set-up in their business planning."

Jamaica High School - Arnold Finke

Observations on operation and progress of program:

"1. Some of the boys read in class for the first time and were responsible for participation in class discussion. The small size of the class made this possible.

2. Several admitted that they read a book for the first time. All contributed to class discussion and read aloud regardless of level. Those who were very poor were assigned and helped prior to actual reading in class so that it could cause no embarrassment.

3. This year as in previous years, the dean of boys has commented that once the boys are in the S.T.E.P. program he seldom sees them again."

Long Island City High School - Joseph Roth

Observations on operation and progress of program:

" The more mature the boy, the better the chance he will finish the year, e.g. one S.T.E.P. "graduate" this year had dropped out in March, 1963 and returned September, 1964.

"Emphasis on basic skills, math and English is more meaningful if tied in with present or future jobs. Use of civil service tests is good.

"Will not take into S.T.E.P. any boy under 16 or within a couple of months of his 16th birthday. The difficulty of placing those boys makes them a poor risk.

"Weekly phone conversations at the very least with the parents is necessary to maintain contact. There is a definite correlation between parent involvement and student success in S.T.E.P.

"Weekly tests force even the lazy student to make some attempt. Homework at regular intervals (at least 3 times a week) informs students that S.T.E.P. is a place where homework is expected."

SCHOOL TO EMPLOYMENT PROGRAM - School Year: 1963 - 1964

High School of Commerce - Julian Tillson

Observations on operation and progress of program:

"Generally, the results of this year's S.T.E.P. program were about the same as 1962-1963, taking into consideration the quality of the students selected. About the only specific observation I can make in relation to previous year's results is that greater selectivity of students is needed if uniformly good results are to be had. The severely disturbed must be identified and dealt with elsewhere."

Looking Ahead

A limiting factor in the expansion of S.T.E.P. is the fluctuating employment market for part-time jobs in private industry. Although consideration could be given to adding stipend assignments, experience has shown that our results -- the impact of positive changes in attitude and achievement -- are much firmer and permanent with the more realistic and challenging setting of employment in private industry.

As in previous years, caution is noted on the increasing difficulties in placement because of the competition from mushrooming work experience programs, and in a related problem (for some schools) of enrollment for S.T.E.P. because of the many new special services and special programs being added to aid the disadvantaged. S.T.E.P. coordinators have exerted much successful effort in developing S.T.E.P. as a viable educational and training program in contradistinction to one of custodial care and are dedicated to maintain this structure.

The value of S.T.E.P. is best assessed not only in its record of achievement as an educational in-school work experience program, operating under a limited budget, but also in relation to work experience programs for school dropouts where investment of money and extended guidance services are, of necessity, high. S.T.E.P., in a large sense, is preventive and directed beyond holding action.

CS:er

October, 1964

Board of Education of the City of New York
High School Division

SCHOOL TO EMPLOYMENT PROGRAM

Mary E. Meade, Assistant Superintendent — Charles Savitzky, Coordinator

STATEN ISLAND ADVANCE, THURSDAY, APRIL 16, 1964

PRHS Program Prepares Student for Diploma and Job

By KENNETH R. FANIZZI

Port Richmond High School is making giant strides in the constant battle to keep the student who can't adjust to school in the educational stream.

The focus is on the potential dropout — the boy who can't seem to function under the normal curriculum, the boy who has both eyes on full - time employment, not classroom routine.

The borough's largest secondary school is filling the gap in making the transition smoother for the student who wants to vacate his classroom seat and step into the labor field. But the emphasis is on graduation first.

The student gets an insight into that "outside world" in a learn - and - earn program which began five years ago at Port Richmond High.

Students with negative attitudes are encouraged to complete their education under the School to Employment Program —S.T.E.P.

* * *

FOR MOST, it's an eye-opening experience. They discover what it's like in the competitive employment market and get a first-hand lesson on the importance of a high school diploma.

About 140 boys have been engaged in this constructive project since it was initiated at Port Richmond. More than 90 per cent are now employed full-time. A number are in the

"Not one has turned sour," Milton Hochron, coordinator of the school's S.T.E.P. program, emphasized. "Not one has fallen into the dropout category."

The work - experience program, which extends beyond the walls of the school, operates in 17 of the city's public schools.

The students attend classes in the morning and enter the labor market in the afternoon. The state and city share in the cost.

"S.T.E.P. gives the boys a chance to reflect and discover the need for education by being in the outside world," Hochron declared.

* * *

THE 20 boys in his present class are engaged in clerical, sales, construction, cashier, stock, messenger, shipping, and sewing machine repair jobs. One is a caterer's assistant. Another works on outdoor display signs.

Their gross income for a 10-month period averages $20,000.

The program is so popular at Port Richmond there's a waiting list. "We work only with a limited number to do a more effective job," Hochron observed.

A high school teacher since 1941, Hochron has the class two periods each day. He is more than a teacher. He guides the students, visits them on the job, confers with employers and parents, goes job-hunting, and checks with other teachers to see how "the boys are doing."

* * *

IN THE program a year, the boys take two other subjects such an English, mathematics or science. They are encouraged to return to a full day of instruction.

They enter S.T.E.P. usually at the age of 16. In operation since 1955 throughout the city, there are approximately 330 boys and 55 girls who follow the school - work schedule. A few also work on Saturday.

Hochron devotes half his classroom time to applied drafting, a field which has a "lot of opportunities," he commented.

The remainder is geared toward civic orientation, a flexible course which ranges from talks by businessmen, government officials or labor leaders to instruction on Social Security.

"It's supposed to show or to teach them information which is vital in getting into the labor force, staying there, and bettering themselves," Hochron observed.

* * *

THE COURSE covers academic subjects, good grooming, success on the job, labor laws, how to apply for a job, industrial training programs, current events, civil rights and work rules — or offers advice on

how to prepare for civil service tests.

Books are available showing the current needs in industry and where job opportunities can be found.

Most of Hochron's students are working toward a general diploma. However, Nicholas Puglisi, 18, of Mariners Harbor, hopes to go one step further.

He plans on graduating in June and then taking make-up courses in algebra and Spanish in night school so he can receive an academic diploma. Puglisi wants to enter an architectural school in Manhattan. He's currently working as an assistant to a construction superintendent.

"I wouldn't be here (in school) now, if it wasn't for the S.T.E.P. program," he admitted. "I would have dropped out."

"I want to stay in school and get as much education as I can," he said.

* * *

THE BENEFITS of the program also were cited by William Minenna of Meiers Corners and John Larsen of Port Richmond.

The two 18 - year - olds explained how their grades improved after entering S.T.E.P. Minenna passed all his major credit courses the last marking period.

Larsen, who's employed in the medical records section at Staten Island Hospital, expects to graduate in June 1965, although several months ago he was seriously thinking of leaving school.

"These kids are occupational-minded and prosper under this type of program," Hochron stated.

To show the merit of the work - school plan, a control group was set up last year to compare these students with S.T.E.P. pupils.

Twelve of this control group quit school, while all 22 in the work-experience project remained.

* * *

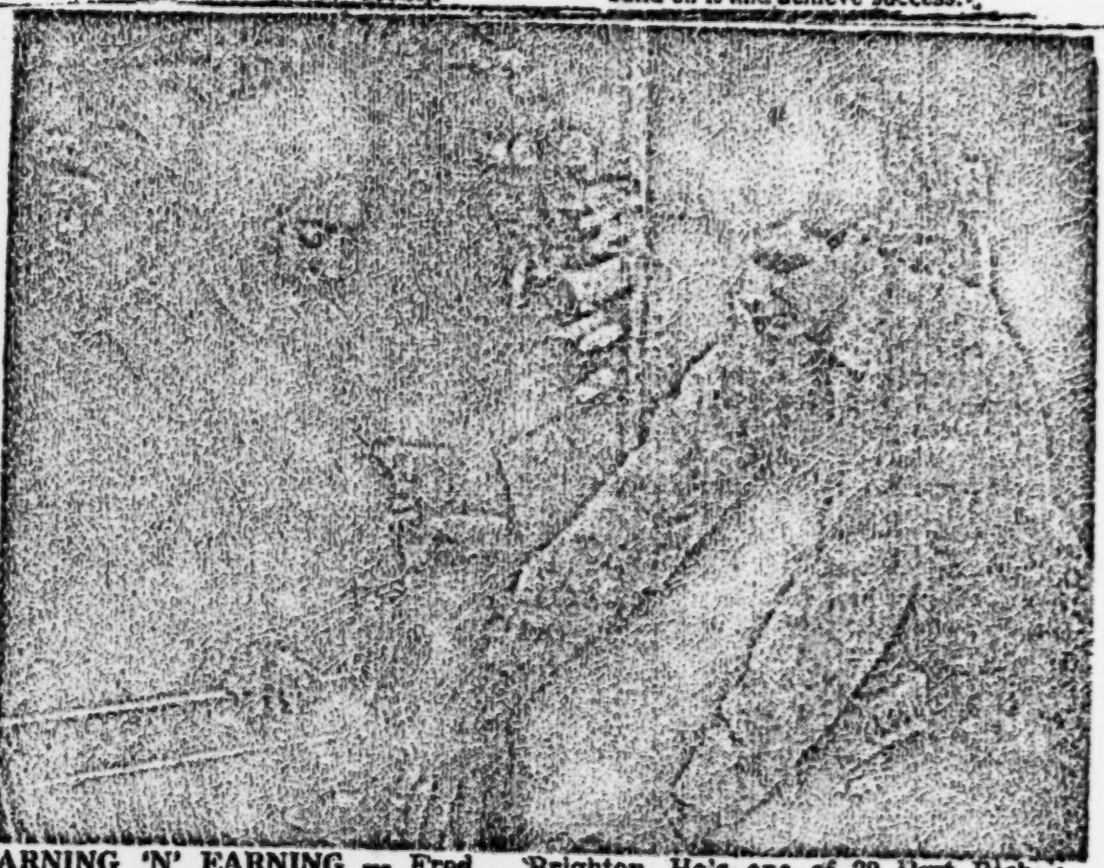
"WE'VE REACHED a point now where some businesses call the school when they have an opening," Hochron said. "I have little difficulty in placing a boy."

"It's not my job to dump the kid on the market—he's got to perform."

Hochron said he tries to match the boy with the job.

Hochron, who grew up in the environment of the Henry St. Settlement in Lower Manhattan, works out a schedule so that "veterans" rub shoulders with newcomers to the class. This way, he noted, they learn by "osmosis."

"Our experience has shown that every boy has some ability. Our job is to bring it out, build on it and achieve success."



LEARNING 'N' EARNING — Fred Cipoletti, 17, of 420 Stewart Ave., Willowbrook, checks out a customer at Brighton. He's one of 20 Port Richmond High School students engaged in a program designed to keep potential